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ABSTRACT

This report describes a project to develop a tutor training model for teaching adults who manifested signs of learning disabilities. A needs assessment was done by surveying previously trained tutors. Existing adult literacy materials and instructional materials specifically developed for individuals with learning disabilities were reviewed and then repackaged into a tutor handbook. A trainers' outline was created, and an audiotape to reinforce the training for tutors was produced. Four initial tutor training sessions were conducted with these materials. Materials were adjusted based on tutor/learner feedback after each workshop. Following the 17-page report are the tutor training workshop format outline and tutor handbook. The outline contains checklists for each of the four sessions and session outlines with suggested time frames. The handbook contains a mix of reading and writing instructional theories and activities. Topics include the following: multisensory learning; strategies for teaching learners with learning disabilities; choosing reading materials; prereading; comprehension (visualizing, pictorial essays, questioning and summarizing, vocabulary and activities, story chart, 3-legged stool of reading, reading fluency); writing for beginners; prewriting for stories and paragraphs; writing for intermediate learners; basic grammar; word attack, syllable types, word families; spelling, letter tiles, sight words; spelling, word endings, mnemonics; measuring progress; and self-esteem. (YLB)

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ED 395 130

Final Report

Project Title: A Volunteer Literacy Tutor Training Model for Teaching Adults with or without Learning Disabilities

Project #: 99-5022

Project Director: Kelly Jones

Fiscal Year: 1994-95

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A Volunteer Literacy Tutor Training Model for Teaching Adults with or without Learning Disabilities

Author, Tutoring Adults with (or without) Learning Disabilities

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Fiscal Year 1994-95

The Pottstown YWCA Adult Literacy Center

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Pottstown, PA 19464

610/323-1888

Federal grant amount $10,936.

Contract # 99-5022

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ABSTRACT PAGE

Title: A Volunteer Literacy Tutor Training Model for Teaching Adults with or without Learning Disabilities

Project No.: 99-5022 Funding: $10,936.

Project Director: Kelly Jones Phone No.: 610-323-1888

Contact Person: Lori Dubrawka Phone No.: 520/324-0201

Agency Address: YWCA Adult Literacy Center, 315 King St., Pottstown, PA 19464

Purpose: The project proposed to develop a tutor training model for teaching adults who manifested signs of learning disabilities. We planned to develop a handbook, a trainers' workshop outline and train 50 new tutors.

Procedures: We conducted a needs assessment through surveying previously trained tutors. We also reviewed existing adult literacy materials, as well as instructional materials specifically developed for individuals with learning disabilities. These materials were repackaged into a tutor handbook. We conducted four initial tutor trainings with these materials.

Summary of Findings:
We found that there actually were materials designed specifically for adults with learning disabilities that proved to be very effective with learners. We met our goals of repackaging these materials into a handbook, creating a trainers' outline to follow and exceeded our expectations by producing an audio cassette to reinforce the training for tutors. We did not train 50 new tutors.

Comments (Conclusions, Findings, Barriers, if any):
We were pleased that we had established our time line in such a way that we could repackage the handbook early. We were able to adjust the materials based on valuable tutor/learner feedback after each workshop. Had we waited to produce the handbook until the end of the fiscal year, we would not have been able to share the results of our field testing of the handbook.

Products (if applicable): We produced a tutor training handbook, a trainers' outline and an accompanying audio cassette.

Descriptors (To be completed only by Bureau staff):

Introduction

Through this project, staff sought to prepare a tutor training model that would be simple and clearly presented for tutors who may be working with adults with learning disabilities. Staff saw a need for a fairly short yet straightforward tutor handbook that contained well-researched and field tested instructional theories and activities. Through monthly contact sheets and tutor/learner reports, staff was told that traditional Laubach material was not working for everyone. Staff knew that one instructional approach would not work for all learners, yet currently, all learners were asked to use the same materials. Thus the goals of the project became to create a handbook that would give tutors an overall sense of adult learners' needs, a handbook that could accompany almost any instructional program, although after extensive research into what is successful for individuals with learning disabilities, the emphasis within the training became that of using a multisensory approach to teaching. It also included a strong emphasis on directly teaching language structure.

Purpose/Objectives

Our main purpose was to broaden the scope of the current tutor training to include a variety of teaching techniques. We hoped to be able to provide tutors with a range of activities to use with learners who may have learning disabilities.

We hoped to prepare a tutor handbook that would not be overwhelming, yet would contain enough information and tutoring activities to promote success with a variety of learners. We also wanted to produce a handbook that was well-researched, containing a

complete bibliography for those tutors who wanted to read further about particular teaching activities and methods.

To accompany this tutor handbook, we planned to produce a detailed tutor training outline format. We hoped that this would help others in using the handbook with maximum effectiveness.

Staff hoped to train at least two trainers in how to conduct the workshop.

By completing all of the aforementioned objectives, we hoped to better serve the reading/writing needs of adults who may have learning disabilities who seek help in an adult literacy program.

Rationale

The rationale behind the project was that a high number of adults who were seeking reading and writing help seemed to be progressing much more slowly than one might expect, even with fairly regular attendance. Many of these learners had self-disclosed that they had been in special education, and some knew that they had learning disabilities. Statistics from the U.S. Department of Labor in 1986 stated that between 50-80% of all learners seeking help in adult literacy programs probably have learning disabilities. Staff felt that exploring this issue further would benefit the overall quality of service to learners. It made sense to prepare tutors more thoroughly and appropriately using methods and materials that were designed for adults with learning disabilities.

Time Frame

When planning the project, we made a conscious effort to prepare the handbook and workshop early in the project, giving us maximum time to field test and revise the handbook as necessary.

July 1994

- Designed and distributed survey
- Reviewed existing training program and materials
- Reviewed materials for tutor handbook

August 1994

- Completed review of materials
- Compiled list of training objectives
- Conducted survey compilation and review
- Designed and wrote tutor handbook
- Designed and wrote tutor workshop outline

September 1994

- Conducted training of tutor trainers
- Conducted tutor training workshop #1
- Conducted post-workshop survey

November 1994

- Revised list of training objectives
- Revised tutor handbook and workshop outline
- Conducted tutor training workshop #2
- Conducted post-workshop survey

December 1994	Created audiocassette to accompany handbook
	Prepared midyear project report
January 1994	Mailed midyear report
March 1994	Conducted tutor training workshop #3
	Conducted post-workshop survey
April 1994	Revised tutor handbook and workshop outline
May 1994	Mailed surveys to tutors trained in workshops #1 & #2
	Conducted tutor training workshop #4
June 1994	Revised tutor handbook and workshop outline
	Compared tutor surveys
	Reviewed learner progress
	Prepared final project report

Key Project Staff

Karen Herring wrote and coordinated the project. Karen recognized the great need for a more training to meet more learners' needs through more thoroughly trained tutors. Karen left the YWCA in December.

Kelly Jones assumed the role of the adult literacy coordinator in December and has managed the project since then.

Lori Dubrawka developed and revised the tutor training handbook, workshop outline, and audiocassette. She trained the tutor trainers.

Janet Kaas had been assisting with tutor training for many years. She received training and provided input into the project's tutor training model.

Susan Snyder assisted in the first two tutor training workshops, then conducted the training while training Kelly for workshop #3 & #4.

Audience for whom the Report Was Prepared

Adult literacy providers, tutor trainers and volunteer coordinators would likely be interested in this report.

Dissemination Sources for the Project

The project will be disseminated through the following agencies:

ADVANCE

PDE Resource Center

333 Market St.

11th Floor

Harrisburg, PA 17126-0333

Western Pennsylvania Adult Literacy resource Center

5347 William Flynn Highway, Rte. 8

Gibsonia, PA 15044-9644

Bureau of Adult and Literacy Education

Pennsylvania Department of Education

Special Demonstration Projects

333 Market St.

Harrisburg, PA 17126-0333

As additional outreach efforts, sections of the tutor training were presented at the Lancaster/Lebanon Adult Literacy Program as a tutor inservice, and at the New Grange Community Outreach Center in Princeton, NJ, at their request.

The Problem

For some time, program staff had been noticing that tutors were reporting successes with their students, but often at very slow rates. Often learners were feeling frustrated because of such very slow movement. Almost all learners were using one instructional method and material. Staff felt strongly that the program's tutor training must diversify somewhat to include more learners' instructional needs.

Goals and Objectives

The project's first goal was to assume that one instructional method was not going to be effective for all tutor/learner pairs. Staff knew that a primary goal would be to survey all previously trained tutors to elicit their advice -- what would have helped them, now that they may have hindsight into the tutoring process. Many of the tutors said that their learners had told them that they had learning disabilities and or dyslexia. Traditional methods were not working very well for them. They also wanted new activities and material to keep their tutoring sessions fresh.

Our next goal was to develop a simple, easy to understand tutor handbook that specifically addressed adults with learning disabilities.

To accompany this handbook, we felt it necessary to produce a detailed tutor trainer workshop outline format that any trainer could pick up and use with little training. (It would be ideal for trainers to have ample training, but often high staff turnover means that little training is available).

Procedures Used to Study the Problem

Initially, staff mailed surveys to determine what changes in the training might be the most helpful for tutors. Second, post-workshop surveys were completed after each of the four tutor training workshops by all participants that also yielded valuable information. Finally, staff monitored tutor/learner pairs to evaluate progress and tutoring efficiency.

Positive Outcomes:Objectives That Were Met

We determined many areas of need as noted in the previously-trained tutor surveys. We also found many resources for individuals with learning disabilities that were appropriate to include in the handbook. We produced the handbook, workshop outline for tutor trainers and as an extra resource, produced an audio cassette that provided review for tutors to be used in between tutor training sessions. Three staff members were trained in how to conduct the workshop. Tutors reported satisfaction with training and learners report progress.

Negative Outcomes:Objectives That Were Not Met

We did not train as many tutors as we had hoped and therefore did not receive as many six-month follow-up surveys from tutors trained in the first half of our project. We hypothesize that fewer tutors attended training workshops because our publicity was not as strong as it could have been.

Evaluation Instruments & Their Results

Initially, we surveyed all previously trained tutors to elicit comments regarding how staff could make the training more relevant, memorable and helpful for newly trained tutors (see attachment 1). We received many requests, such as how to work with learners who don't progress, how to teach spelling, writing and how to improve memory. Tutors also commented on the fact that many learners have outside problems that hinder their attendance and progress. Staff took all of these valuable comments into account as the handbook was prepared.

During each of the four initial tutor trainings, tutors completed post-workshop evaluations (see attachment 2). These gave staff a good indication of how the material was being received. The first evaluations revealed that we attempted to cover too much material in too short a time. The second workshop evaluations assured us that we covered the right amount of material, but some points still needed to be clarified.

After the handbook and outline were adjusted based on comments from the first two workshops, the materials were sent to six learning disabilities specialists and/or literacy program providers for comment (see attachment 3-4). This too yielded much feedback that was incorporated into the final handbook.

As another monitoring instrument, staff followed ten tutor/learner pairs who began the program after tutors completed the tutor training. The findings were as follows:

Learner #1 attended sessions regularly and increased three grade levels according to the Slosson Oral Reading Test, SORT.

Learner #2 has progressed two grade levels according to the SORT.

Learner #3 had worked with three previous tutors using only Laubach materials with little success. He is now progressing more quickly.

Learner #4 stopped attending due to a substance abuse issue.

Learner #5 was not retested, but both learner and tutor report success and improvement.

Learner #6 appears to be severely dyslexic. Both tutor and learner are frustrated. Program coordinator plans to model more of their lessons to give tutor more support and teaching ideas for students with dyslexia.

Learner #7 also appears to be severely dyslexic and tested initially as a non-reader. He feels he is progressing.

Learner # 8 worked with a tutor for several months successfully. The tutor then left the program and the learner has not yet been rematched.

Learner #9 is progressing slowly and gaining self-confidence.

Learner #10 feels that he has improved significantly, and requested to be retested after he has worked with the tutor for a year.

Overall, the trend appeared to be that tutors and learners were generally satisfied and working together successfully. There was a 10% dropout rate of learners, a 10% dropout rate of tutors and of the 80% remaining, there was an 85% success/improvement rate.

Dissemination Procedure

The finished products will become part of the AdvancE resource collection and the Western Pennsylvania Adult Literacy Resource Center. Staff would enjoy sharing resources with interested parties.

Availability of Commercially Produced Materials

Materials described in the workshop outline format are available for purchase from private companies (see attachment 5). These materials were designed for adults with learning disabilities, and met the needs of the project in most appropriately.

1. Where, and about when, did you complete your tutor training?

2. Did you enjoy it?

3. Did you feel prepared to teach someone when you completed the training?

4. Did you think the training was too short, too long or just right?

5. Is there one particular area that you wish you could have learned more about in the training?

6. Is there anything the literacy center staff could have done to better prepare you to tutor?

If you have tutored more than one learner, feel free to describe them separately, or use another sheet of paper.

7. Have you tutored someone since the training? If so, for about how long?

8. Describe how you incorporated what you learned in the training into your lessons with the learner.

9. Which materials have you used to tutor?

10. What types of activities have you used during a typical tutoring session?

11. What is your learner's favorite instructional activity?

12. What is your favorite instructional activity?

13. What is your learner's least favorite instructional activity? (What does s/he NOT like to do?)

14. What does your learner seem to need the most help with?

Tutor Handbook was sent to the following Learning Disabilities Specialists and/or Literacy Providers:

Louise Skinner
Phyllis Gillespie
Lynda Balkam
BGS Educational Consultants, Bonita, CA

Adele Gerber
Professor Emeritus, Temple University
Learning Disabilities Specialist

Gil Guss
Board Member, Berks County/Reading Adult Literacy Council, PA

Sydney Malick
President, PA Learning Disabilities Association

Eve Robins
Learning Disabilities Specialist, National Adult Literacy and Learning Disabilities Center, Washington, DC

Meg Schofield
Adult Literacy Provider
Chula Vista, CA

Heidi Silver
Adult Education Instructor, Learning Disabilities Teacher
Tombstone, AZ

Evaluation

1. Was the class what you expected? Please explain.

2. What would you like to see added to the class?

3. What would you like to see eliminated from the class?

4. Was the instructor helpful to you?

5. Did you feel that the class could have been longer or shorter?

6. Do you feel prepared to help someone "learn how they learn?"

7. What could have made the handbook more helpful to you?

8. Did you think the handbook was too short, too long or about the right length?

9. Comments...

Thank you! Your opinion is very important to us!

Name

Date

Thanks for taking the time to give your opinion of
Tutoring Adults with (and without) Learning Disabilities.

Do you think it is appropriate for volunteers in a literacy program? (Too technical? Too basic?) Please explain.

Do you think it covers too much or too little material?

What would you delete? Please explain.

What would you add? Please explain.

Did you see any errors in content or reference? Please cite the page.

Did you see any typographical errors? Please cite the page.

Comments:

Please mail your valued comments by March 15, 1995. Thank you!

A4.

Publishers of Commercially Produced Materials Described In Project

Learning Disabilities Association, Step by Step video.
$18.95 = $5.00 shipping/handling
2104 park Avenue South
Minneapolis, MN 55404
612/871-9011

Wilson Success System, Barbara A. Wilson
Workshops on visualizing for comprehension available.
Call for schedule. 800-899-8454
Wilson Language Training
162 West Main Street
Millbury, MA 01527-1943

WORDS: Writing, Reading, Spelling
Student books 1-4 $6.30
Teacher's Guide $25.
Available from Cambridge Adult Education
800-ADULT-ED

Letter tiles available in WORDS Teacher's Guide
Reproducible sheet of letters, page 197

The Wednesday Surprise, Eve Bunting
$4.95
Clarion Books:New York 1989
ISBN 0-89919-721-3

Project Title:	A Volunteer Literacy Tutor Training Model for Teaching Adults with or without Learning Disabilities
Project #:	99-5022
Project Director:	Kelly Jones
Fiscal Year:	1994-95
Product:	Tutor Training Workshop Format Outline

Tutor Trainers' Workshop Outline Format
for
Tutoring Adults with (or without) Learning Disabilities

Please consider the following ideas:

1. Always invite at least one tutor/learner pair to the first session for a question and answer period. This seems to be much more helpful than distributing a list of "typical adult learner characteristics".

2. Avoid comments that insinuate that you are pressed for time. This creates undue tension. Even if you are pressed for time, don't say it.

3. Begin on time. Allowing an extra 10-15 minutes for late comers encourages participants to straggle in late each time. You need every minute you have to complete the training effectively.

4. Don't "work through" the breaks. They are purposefully placed at one hour intervals to promote absorption of material. During the breaks, people tend to talk about what the group just discussed. This gives the ideas a little more time to sink in before tutors hear the next topic. Also, you the trainer are modeling that you expect tutors and learners to only work for an hour or so before taking a break. (This is particularly helpful if a learner has attention problems.)

5. Encourage pair work. It provides for more interaction, and therefore a deeper understanding of what you are teaching.

6. Don't skip or rush the review sessions at the beginning and end of each session. They are designed to be confidence builders. Encourage the use of handbooks and notes to refresh memories. These are not tests for tutors. They are, however, a good gauge for you as the trainer to see what you have not explained well enough yet, or what you must stress more.
   Another purpose of the review sessions is to once again model what you expect tutors to do with learners which is to review often!

7. During breaks, visit with tutors. Reassure them. If you do meet a tutor who seems to not understand what is going on over several sessions, (and everyone else does), it could be that that person may not be appropriate as a tutor. Use your judgement.

8. Know your material. Before you train others, work with an adult learner yourself using the methods and activities described.

A Volunteer Literacy tutor Training Model for Teaching Adults
with or without Learning Disabilities

- Lori Dubrawka

Tutor Training

Checklist for Session 1

___ handbooks
___ LDA video
___ Wednesday Surprise
___ highlighters
___ learning style inventories
___ VCR
___ sign-in sheet
___ sample materials
___ tutors' agenda

Checklist for Session 2

___ highlighters
___ Social Skills article
___ masking tape
___ blank lesson plans
___ visualizing script
___ markers
___ sample learner cards
___ sign-in sheet
___ Matt's Story
___ newsprint
___ We're Okay article
___ pictures for making connections demo

Checklist for Session 3

___ highlighters
___ writing video
___ letter tiles
___ blank lesson plans
___ sample learner cards
___ Racine literacy video
___ syllable cards
___ task cards, demo
___ VCR
___ sign-in sheet

Checklist for Session 4

___ highlighters
___ overhead
___ evaluations
___ sign-in sheet
___ VCR
___ sample learner cards
___ certificates
___ WORDS transparencies pages 1-17
___ LDA video
___ blank lesson plans
___ sample WORDS books
___ transparency pen

Tutor Training Session 1

6:05 Welcome, introduction of program
Discuss program logistics

6:25 In pairs, tutors talk first, then introduce a partner

6:35 Read over the course agenda. Remind tutors that session one is an overview, and that we will get into detailed techniques in the sessions to follow.

6:37 Discuss the question, "Why do you think people do not learn to read well?

6:40 Show LDA Video (first part)

6:50 Introduce three learning styles: Visual
Auditory
BOOKLET page 1 Tactile/Kinesthetic

Stress that although the eyes see, the ears hear and the hand writes, it is our BRAIN that learns. The eyes, ears and hands are simply pathways to the brain. We must be sure that one of these pathways makes it to the brain.

Explain and assign learning style indicator as homework.
HANDOUT
Stress that people have a dominant learning style, nobody learns through just one channel.

7:00 Explain that highlighters on tables are an excellent method of using color to learn. Encourage use.

7:02 Building Tour

7:10 10-minute break

7:20 Introduce term learning differences/disabilities.
Explain that since most of our learners did not learn well in school, they probably do not learn from traditional methods, so we'll use non-traditional methods, including auditory and tactile/kinesthetic teaching which are traditionally ignored in schools.
BOOKLET page 2
Assure them that by following strategies, they are addressing learning disabilities

7:30 Discuss Breaks and Review
Explain that we are modeling taking breaks during training, and we hope that tutors and learners also take frequent breaks.
BOOKLET page 3

7:35 Meet a learner. Q & A
Trainer should guide learner through the interview, asking such questions as:
When did you first come to the literacy program?
How long was it before you were matched with a tutor?
What do you do in a typical lesson?
Which materials do you use?
Do you like them?
What advice do you have for a new tutor?

7:50 5-minute break

7:55 Discuss components of a lesson plan.
BOOKLET page 4
Explain that tutors will receive blank lesson plans to fill in as the training progresses.

8:00 Discuss choosing and evaluating materials
BOOKLET page 5 & 6
Model how to evaluate an article from News for You as a sample using the readability graph. Note that this is a ballpark estimate of readability. The point is to be sure tutors are not underestimating just how difficult some materials are to read.
Also note that even if something is too difficult for a learner to read alone, somehow work that material into the lesson, possibly reading parts of it to the learner.

In pairs, ask tutors to evaluate different books from the program's library.
Visit each group to be sure they understand.

8:10 Discuss each group's findings. Point out the variety of materials available at low levels that are ADULT in content.

8:20 Trainer models pre-reading for Wednesday Surprise.
Talk about book cover, pictures.
Predict outcomes.
Trainer models reading a few pages of book.
Ask questions about readers' feelings.
Relate book to readers' experiences.
(At this point, do not explain that you are pre-reading, just model it).

8:25 In pairs, tutors read to one another, finishing the book.
Do not pretend that one person cannot read.

8:35 Ask what tutors did as they read the book.
Stopped to ask questions.
Talked about characters, etc.
Point out that this is much like an actual tutoring session. Discuss whether tutors feel that using this children's book would be appropriate for use with an adult learner. Point out the advantage of using a children's book: good if the learner has children she is practicing to read to; bad if it was chosen because it was easy reading and easy for the tutor to find. Although tutors will need to visit the adult literacy section of the library or the adult literacy office, many titles are available for adults that are easy to read. Also, children's books often feature children as the main characters so the young readers will identify with them. We want to encourage adults to identify with other adults in books, thus another reason to choose adult-oriented materials.

8:40 REVIEW: Learning styles
Learning differences
Multisensory tutoring (changing channels)
Lesson plan
Choosing materials
Breaks and Review

8:45 Confirm homework assignment of learning style indicator. Distribute audio cassettes. Explain that each tutor is to listen to the five-minute segment that corresponds with session 1. Listen to it on the way home in the car, or sometime within the next 24 hours. Note that we are modeling how to review.

8:50 Questions ?

Tutor Training Session 2

6:05 Welcome
Ask tutors to get out their booklets, and with a partner, talk about concepts taught last session. It's important to give tutors this private time to gain some confidence in what they remember from last time using their booklets.
This opening activity is meant to be a confidence booster.

6:10 Ask tutors to name some of the things they talked about with their partner. Trainer writes these on board.
- Learning styles
- Learning differences
- Multisensory tutoring (changing channels)
- Lesson plan
- Choosing & evaluating material

Point out that we are modeling REVIEW at beginning of each session!

6:15 Ask tutors by show of hands what their dominant learning styles are using the indicator.
Note that a lot of learners TEND to be auditory or tactile/kinesthetic.
Discuss AGAIN how we must change OUR OWN channel of learning to match theirs, not always, but often!

6:20 Recall reading Wednesday Surprise.
Reflect on how we did pre-reading before we jumped into the book.
Why do you think it's good to pre-read? Link known to unknown.
BOOKLET page 7
Discuss value of discussion before reading, KWL, Making Connections
Assure them that we will actually model and use each of these activities later in the training, this is just an overview.

6:30 Introduce visualizing as the reason good readers get swept away when reading. BOOKLET page 8
Describe an apple as tutors picture it. (see script on following page for suggestions)
Describe the long-haired, fluffy orange cat riding a bicycle.
Read a descriptive passage, ask tutors to visualize.

6:40 Explain that sometimes learners need to start with symbols to begin to see in pictures.

Do KWL columns as pre-reading for Matt's Story.
HANDOUT

Pass out Matt's Story for all to read silently.
Then, demo making a pictorial essay of the first paragraph ONLY.

6:50 10-minute break

VISUALIZING

CONCRETE OBJECT: Apple

Picture a red, smooth, shiny apple. It's sitting on a table near a window. The sun is shining on it. You can almost taste the tartness, and almost feel the crunch of it in your mouth.

SHORT SCENE WITH ACTION IN IT: Picture a bright orange cat, with long fluffy fur. The cat is balanced on the seat of a bicycle. It's paws are holding onto the handlebars. The bicycle starts to drift down a hill. The cat is hanging on, swerving down this hill with it's fur flying in the wind.

SHORT DESCRIPTIVE PASSAGE: You are entering a tropical rainforest. There, on the dark forest floor, the distance between trees is great. The sun never reaches the floor of a tropical rainforest, so few plants can survive in so much darkness. You can smell the damp dirt below your feet. Just above your head, in the next level of trees, there are thousands of insects and animals that live above the ground. Still higher up, in the canopy, monkeys live among the flowering vines, swinging from tree to towering tree. Some animals never have to come down. The three distinct levels of the rainforest: the dark floor, the animal-filled middle and the towering canopy, make up a tropical rainforest.

Adapted from Barbara A. Wilson's WILSON SUCCESS SYSTEM, Millbury, MA.

7:00 Demo a discussion as a pre-reading activity for the Social Skills article:

Pass out Social Skills article.
HANDOUT

In pairs, tutors practice a pictorial essay of second column, first paragraph only (describing Bruce's interviews).
BOOKLET page 9 (see following page for trainer's translation of essay)

7:10 Discuss Questioning, Summarizing, and Retelling.
BOOKLET page 10
Pass out copies of News for You. In pairs, practice summarizing a few paragraphs.

7:20 Introduce vocabulary and activities for comprehension.
BOOKLET page 11
Task Cards, Simple Story Chart

As a group, complete a story chart on Wednesday Surprise.
Remind tutors to accept all of learner's answers if they are close. Do not criticize learners' efforts - they are just learning how to summarize.

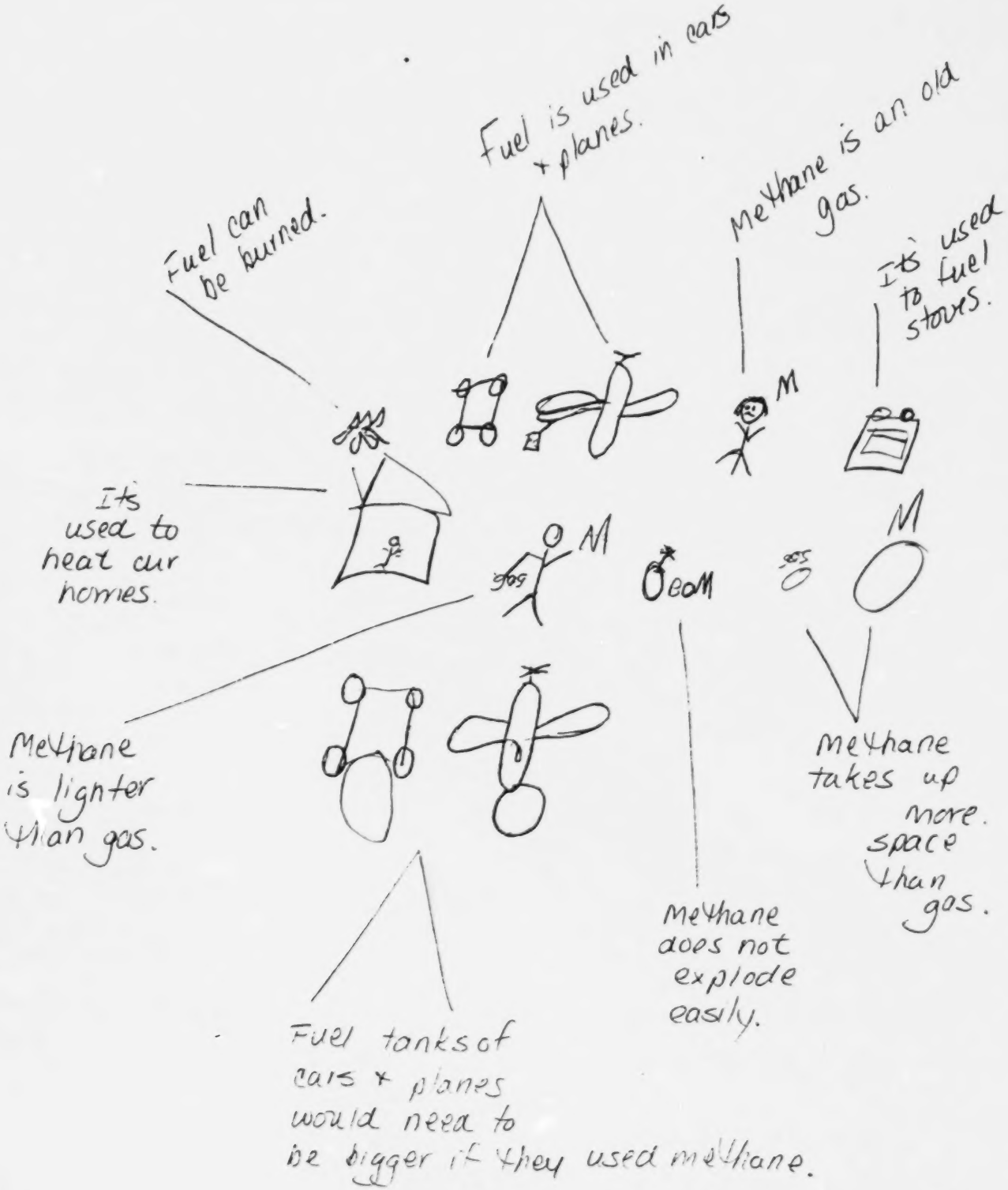
7:35 Introduce idea of becoming aware of how we read.
Use analogy of driving a car. We drive and pay little attention to details. As good readers, we read and pay little attention.
The PURPOSE of this exercise is to SLOW DOWN OUR READING to pay more attention to it for a moment.

7:40 Do Making the Connection pre-reading activity with whited out article of "We're Okay. We Don't Need Anything".
Show tutors any picture, have them try to create a link between the picture and the title of the story.
Have tutors read in pairs. Do NOT pretend one cannot read.
The purpose is to slow down reading, NOT TO MAKE THEM FEEL LIKE THEY CANNOT READ!

7:50 Ask what they did to figure out words.
Trainer writes on board, examples might include:
- Guessed.
- Read on.
- Used context, words surrounding unknown words.
- Looked at size of word.
- Looked at some of the letters in the word.

7:55 5-minute break

Translation for Tutor Trainer of
Robert Harp's Pictorial Essay


Fuel is used in cars + planes.
Fuel can be burned.
Methane is an old gas.
It's used to fuel stoves.
It's used to heat our homes.
Methane is lighter than gas.
Methane does not explode easily.
Methane takes up more space than gas.
Fuel tanks of cars + planes would need to be bigger if they used methane.

8A.

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8:00 Introduce "Three-legged stool of reading"
BOOKLET page 13
Discuss three legs: syntax, semantics, phonics
Relate these categories to the things tutors said they did to figure out what they were reading in whited out article.
For example, looking at the letters in the word was using the phonics "leg" of the stool. Looking at surrounding words was using the semantics or meaning "leg" of the stool.

8:05 Discuss ways to help word by word reader.
Discuss: Reading Aloud to Learner, Repeated Readings, Choral Repeated Readings. BOOKLET page 14

8:15 Discuss sample learner. Explain a reading lesson plan using that learner.

8:20 Pass out sample learner cards & blank lesson plans.
Ask pairs to come up with just the FIRST HALF of a lesson plan, teaching reading only. That's all we have discussed so far.
Be SURE they write on a blank lesson plan, not just a scrap of paper. <u>It becomes part of the next session's lesson.</u>
Visit each group to be sure they understand.

8:30 Discuss some, not necessarily all, of the plans.

8:35 Pass out newsprint and markers.
Ask groups to somehow portray what they learned from session 1 combined with what they learned today.

8:40 Tape newsprint up in room.
Talk about groups' portrayals of what they learned.
This activity models review and is meant to be a confidence booster.

8:48 Remind tutors to listen to their review tape.

8:50 Questions?

Tutor Training Session 3

6:05 Welcome
Ask tutors to write down five concepts that they remember from session 1 and 2. Use notes as needed.
This is not a test, but a confidence-building activity.
Collect cards. Re-distribute them. In pairs, discuss.
Ask tutors to name concepts discussed.

Point out that we are modeling a slightly different form of review at each session.

6:15 Hold up and show some materials. Review where the they are located.

6:20 Begin a discussion about learning to write.
After a few minutes of discussion, write on the board, "learning to write".
Start jotting down some of the thoughts that have come up until the board has many ideas scattered on it surrounding the central theme of learning to write.

Stress the easy flow of talking FIRST...ALWAYS talk FIRST. Trainer should model talking first, BEFORE writing any ideas on the board. Demonstrate the technique first, then explain it. This topic also helps to underscore what is traditionally associated with learning to write, and how we may teach differently.

BOOKLET page 15

6:25 Show writing video featuring Eddie and Meg

6:35 Reflect in pairs about what they noticed.

6:40 Ask for feedback as a group. Write on board.

BOOKLET page 15 & 16
Ask tutors to read through list silently.
Discuss as a group.

7:00 10-minute break

7:10 Explain that some learners will not be able to start at this level of writing. Discuss BOOKLET page 15.

7:15 What else could be used a writing lesson?
Discuss in pairs, then as a group. Examples may include:
- grocery or to-do lists
- friendly notes, letters
- answers to Dear Abby columns
- story or article summaries
- poems, songs

complaint or compliment letters to companies
groups of associated words
autobiography

7:20 Introduce the concept of reinforcement as anything that supports reading, writing.
Grammar
BOOKLET page 17

7:25 Word attack, syllable types.
Show video, syllable types. Racine Literacy Council.
BOOKLET page 18
Demo how syllable types can be taught, one at a time, gradually adding a new syllable type after one has been mastered.

Discuss why nonsense words are taught.
To be sure students are not just memorizing words.
To be sure that students UNDERSTAND how to break down a word.
To help them later understand multisyllabic words such as GOB LIN, TAB LET

7:40 Spelling
BOOKLET page 19
Discuss word families, letter tiles.
Demo teaching with letter tiles.

Then give each group a common word family: at, od, an, it, in, ob
Ask them to practice teaching a few words.
Notice that some letters or letter combinations in their packets of letter tiles will not be used for some time. Clip them together until needed. This set of letter tiles come from page 197 in the WORDS teachers' manual.

8:00 Demonstrate Sight Word Study Method for words that can't be taught any other way.
BOOKLET page 19

8:05 5-minute break

8:10 Discuss Word Endings, Mnemonics, BOOKLET page 20

8:15 Demonstrate a sample of JUST the writing parts of a lesson using Lisa or Joe (samples).
(Use lesson plans already made out. Do not show any specific articles that you would use because the tutors are not being asked to choose specific articles, just ideas of articles.)

8:20 Pass out same sample learner cards. Ask tutors to complete a sample lesson using previous reading lesson they did as a base.

8:35 Discuss some, not necessarily all, of the lesson plans.

8:40 In pairs, create a story map reviewing what they have learned so far.

8:48 Remind tutors to listen to the final segment of the review audio cassette.

8:50 Questions?

Tutor Training Session 4

6:05 Welcome
Pre-view review sheet questions as a group. Purpose is to assure tutors that they have understood the most important ideas in the training. This should be a casual, confidence-building exercise.

In pairs, tutors complete review sheet in writing.

6:15 Hold up, discuss a few materials.
Review where materials are located, how tutors will access them.

6:20 Show LDA video reviewing syllable types (syllable structures).
Ask them to notice the multisensory techniques.

6:30 Using overheads of pages 1-17 from WORDS Student Book 1, demonstrate how to teach first lesson.

7:00 10-minute break

7:10 Complete the demo of WORDS lesson.

7:25 Pass out new sample learner cards along with lesson plans that previous group did for that learner.
That lesson plan will be the basis for the next group to prepare their lesson plan.

Pass out blank lesson plans. In groups, create an entire lesson plan. Visit each group to be sure they understand.

7:45 Discuss some, not necessarily all, of the lesson plans.

7:55 5-minute break

8:00 Discuss measuring progress and the self-esteem
BOOKLET page 21

8:10 Have them create a story map of "My Expectations as a Tutor..."
Ask tutors to reflect privately for moment.
These will NOT be collected.

8:15 Complete the following sentences from the board:
Since training began...
Now that training is completed...
As a tutor...
I'm still a little nervous about...
I feel good about...
Allow them to complete them individually.
Ask for one volunteer per response.
Do NOT insist that each question be shared in the group.
Purpose is for self-reflection rather than group sharing.

8:20 Explain:

How a tutor and learner are matched.
How long will it be before I meet my learner?
How will I contact my learner?
Where will we meet?
Will I know what their reading is like?
Will you give me materials?
Do I have to fill out reports?
Do you retest them?
How long does a learner stay in the program?
What should I do if my learner stops attending?
Are there ongoing workshops?

8:40 Ask tutors to complete evaluations of tutor training.

8:50 Pass out tutor certificates.

Project Title:	A Volunteer Literacy Tutor Training Model for Teaching Adults with or without Learning Disabilities
Project #:	99-5022
Project Director:	Kelly Jones
Fiscal Year:	1994-95
Product:	Tutor Handbook

Tutoring Adults with (or without) Learning Disabilities

A Special 353 Demonstration Project
Funded in part by the Pennsylvania Department of Education
YWCA Adult Literacy Center, Pottstown, PA
Handbook Editor, Lori Dubrawka

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Foreword

This handbook is designed to accompany a tutor training class, not to replace it. The activities are suitable for many types of readers, but there is no one method or activity that works for everyone.

This handbook contains an eclectic mix of reading and writing instructional theories and activities. This mix of ideas may not benefit all learners. For example, if a learner is reading at a very low level and has completed at least 8 years of school in the U.S., talk with your program coordinator about using a multisensory, structured, systematic phonics program.

As long as genuine respect is always present in your teaching, you and a learner will do just fine. Do remember that program staff is here to help, so ask questions!

Multisensory Learning

Several pathways to the brain are being stimulated at the same time. The brain receives a multiple message, so if one sensory pathway is weak, the others can reinforce it.

Visual	Auditory	Tactile/Kinesthetic
(seeing)	(hearing)	(touching/doing)

For example:

Instead of just reading a paragraph, ask a learner to underline with a pencil or the fingertip while reading out loud.

Instead of just writing a new word, ask a learner to trace it and say it at the same time she writes it.

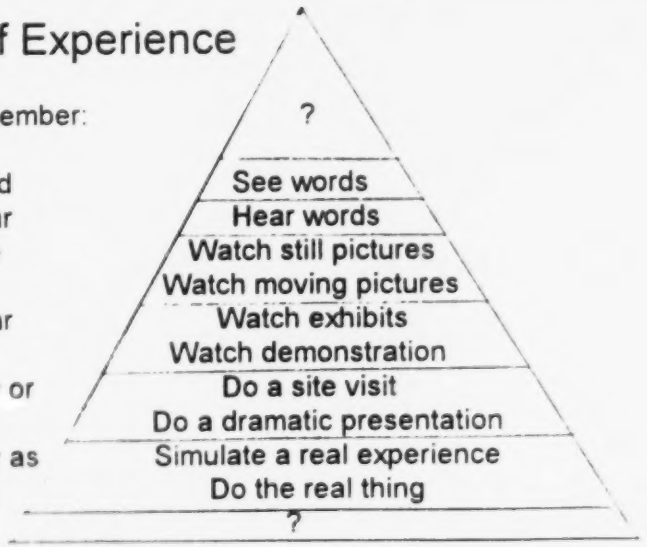
Adapted from Skinner & LaPlount

Dale's Cone of Experience

People generally remember:

10% of what they read
20% of what they hear
30% of what they see

50% of what they hear and see
70% of what they say or write
90% of what they say as they do a thing



Adapted from C. Merrill
Question marks refer to the unknown

What is a Learning Disability?

The term is used to describe a handicap that interferes with someone's ability to store, process or produce information. Such disabilities affect children and adults, can be quite subtle and may go undetected throughout life.

Learning disabilities may cause a person to have difficulty in reading comprehension, basic reading skills, writing, attention and/or math. Learners with an LD may also have trouble remembering newly learned material from day to day. Some days it will be retained, other days it won't.

Overlearning material through repetition and review is helpful. In addition, try some of the following strategies:

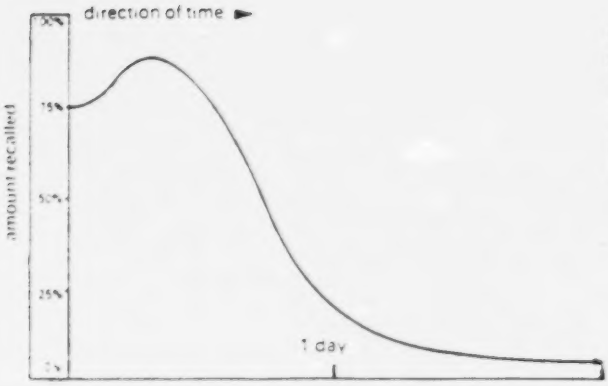
Strategies to Teach Adults with (or without) Learning Disabilities

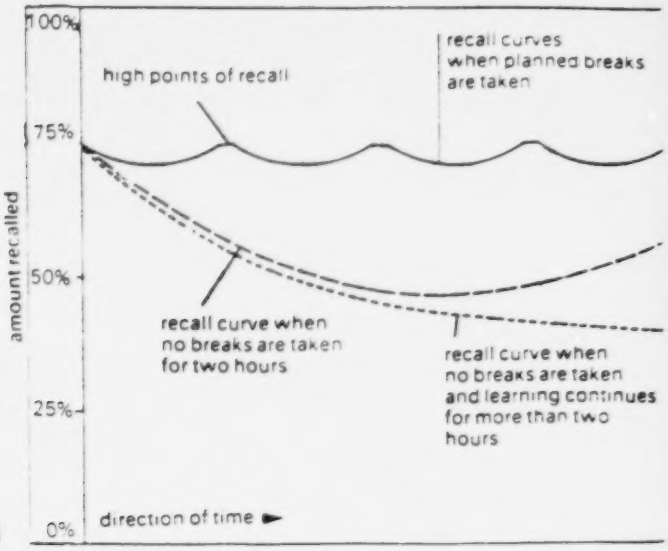
1. Slow down.
2. Make learning multisensory.
3. Work with a study partner (tutor).
4. Use a keyboard. When a keyboard is not available, write in small increments in large spaces.
5. Be sure reading material is on the right level.
6. Do not assume that the learner knows something until you ask or teach it.
7. Use extensive repetition.
8. Be sure print type is large enough.
9. Be sure there is ample room between lines on a page.
10. Teach so that material is overlearned, or mastered.
11. Teach materials in small increments to allow ample opportunities for success.

Adapted from M. Levine
Adapted from D. Jordan
Adapted from D. Montgomery

Breaks and Review

Memory




100%
75%
50%
25%
0%
amount recalled
high points of recall
recall curves when planned breaks are taken
recall curve when no breaks are taken for two hours
recall curve when no breaks are taken and learning continues for more than two hours
direction of time

Human recall rises briefly after learning, then falls sharply (80% of detail forgotten within 24 hours).

A learning period of between 20 - 40 minutes is best.

To review, encourage learner to:

Re-read the story you read in your lesson.
Explain what he learned in your lesson to you or someone else.
Do homework that reinforces what you just discussed.
Create and listen to tape recordings of ideas he needs to review.

It may seem as if you are reviewing more than you thought you would. Progress may be slow, but sure.

Adapted from T. Buzan

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Lesson Plan

1. Review
2. Pre-read
3. Read
4. Pre-write
5. Write
6. Reinforcement of skills
   - Spelling
   - Grammar
   - Punctuation
   - Syllables
7. Review

Skills should be taught in a systematic, organized way. They may also be taught throughout the lesson as they come up.

A lesson plan must help learner reach his goals.

For example, if he wants to get a driver's license, read the driver's manual. You may have to help him if it's too difficult. With the driver's manual as a guide, ask him to write his own study questions. Or, list and write definitions for road signs in the manual.

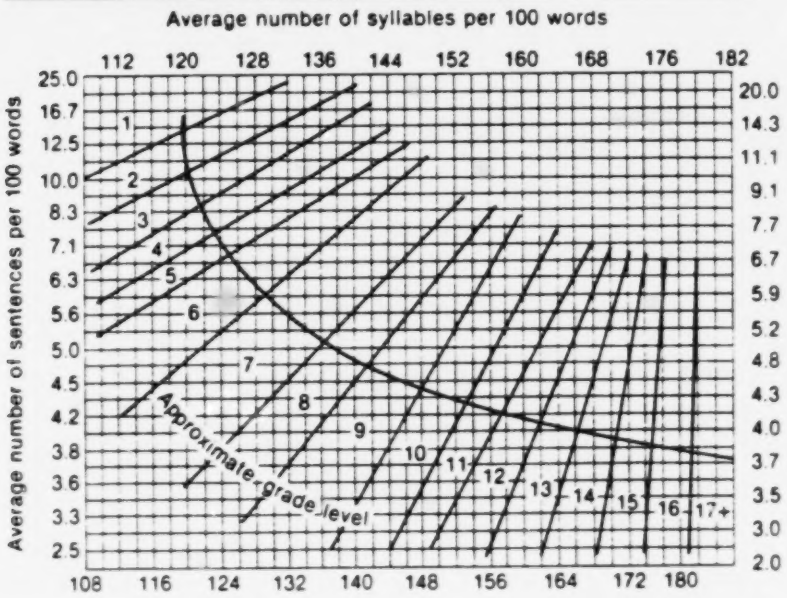
If he wants to help his child with homework, incorporate the homework into your lesson plan.

If he wants to read to his child, practice reading and rereading books so that he can be successful in front of his child. Or, encourage him to check out children's books with accompanying cassettes so they can both follow along. Practice using the cassettes and books in your lesson.

You will need to take instructional detours as they are needed.

Choosing Reading Materials

FRY GRAPH FOR ESTIMATING READABILITY—EXTENDED



1. Count 3,100-word passages from book or article.
2. Count number of sentences that those 100 words make up.
3. Count number of syllables within those 100 words.
4. Plot number of syllables along top of graph.
5. Plot average number of sentences on graph.

Instructions adapted from E. Fry

Judging book difficulty by student's oral reading errors:

Less than 1 mistake in 20 words
INDEPENDENT LEVEL

About 1 mistake in 20 words
INSTRUCTIONAL LEVEL

More than 1 mistake in 20 words

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Choosing Reading Materials

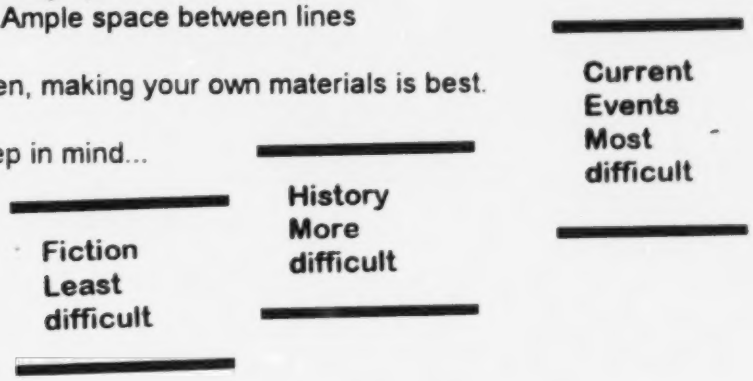
Encourage learner to bring materials to read. If it's too difficult for her to read alone, try reading it to her. Try breaking parts of it down for choral repeated readings (see page 14).

Look for:

1. A variety of materials (some from everyday life, some poetry, etc.)
2. Some that are simple, some complex
3. Large print
4. Ample space between lines

Often, making your own materials is best.

Keep in mind...



When learner makes a mistake:

1. Treat mistakes as "windows to the mind."
2. Probe "incorrect " responses to discover thought processes.
3. Discuss with learner.
4. Be sure to allow enough time for learner to answer.
5. When learner incorrectly answers a follow-up question after reading, say, "Let's go back and see what the author says."
6. Teach learner to correct his own mistakes whenever possible. Lead to the correct answer, don't constantly supply all answers.

Too many mistakes?

1. Review more.
2. Be SURE learner is interested in the material you are using.
3. Use different learning channels: touch/movement, ears, eyes.

Adapted from D. Jordan
Adapted from R. Fry.
Term "windows to the mind" used by J. Lindfors

Pre-reading

Discussion

Anyone is likely to remember more about something they read if they know a little a bit about the subject before jumping right into the article or story. Try to activate the learner's background knowledge before reading. A good discussion will activate ideas, or try one of these activities:

K-W-L

Make a chart with KWL columns. Discuss and write what you already know about the subject you are about to read. Continue with what learner wants to know. After reading, list what was learned.

K- what we know already	W- what we want to find out	L- what we learned

Making Connections

Show learner any picture. Name the topic of the article you are about to read. Together, brainstorm connections between the picture and the topic. There are no right or wrong answers. The idea is to stimulate thinking before reading.

Adapted from D.M. Ogle
Adapted from N. Hess

Visualizing for Comprehension

Visualize - Replay - Retell

1. Begin by asking learner to picture a single object such as an apple. Describe it to her in detail. Ask her to picture it in her mind. Allow a silent moment for her to replay what she has visualized. Ask her to retell, in her own words, what she has visualized.

2. Describe a scene with action it, such as a fluffy, orange cat riding a bike. Ask her to visualize, replay, retell.

3. Progress to reading short, descriptive paragraphs to the learner. She is creating images in her head as she listens. At first, stop after each sentence to visualize, replay and retell. Gradually, stop only after each paragraph.

Follow these steps:

1. Visualize - picture in your mind
2. Replay - "rewind the scene and watch it again" (this sets information in the mind)
3. Retell - describe what you visualized

Gradually, teach the learner to "make a movie" in her head while reading. This may slow down reading at first until the visualization process becomes automatic while reading. Begin with short passages of descriptive writing at the learner's independent reading level.

Remembering concepts and ideas is important. Remembering dates and names at this point is not.

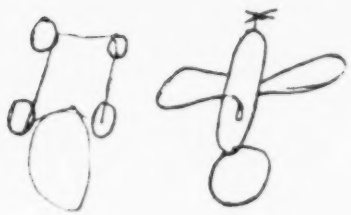
This activity <u>starts with listening</u>. then <u>gradually</u> moves to reading.

Adapted from B A. Wilson

Pictorial Essays for Comprehension

1. Together, silently read a short article.
2. Model drawing symbols or pictures that retell the article without words.
3. Model retelling the story without looking at the written article.
4. Ask learner to try it.
5. Gradually move to longer articles, stories.

Example:



Fuel for Tomorrow

Can cars run without gasoline?

A *fuel* (fyo͞o'əl) is a substance that can be burned to make energy. Today, gasoline is used as a fuel for cars and airplanes. Tomorrow, we may use different fuels.

One idea is to use old fuels in new ways. Methane (meth' ān), also called natural gas, is an old fuel. It is used in our stoves to cook our food. It is also used to make hot water and to heat our homes. Methane is not as heavy as gasoline, and it is safer. It does not explode as easily. Also, when methane burns, very little is left over. The air stays cleaner.

There are problems, however. Methane gas takes up a lot of space. Cars and airplanes would need bigger fuel tanks. But scientists think they can solve the space problem. They hope that safe, clean methane will be a fuel for our cars of tomorrow.

Adapted from B.A. Wilson
Pictorial Essay by R. Harp
Fuel for Tomorrow from Reading About Science, Phoenix Learning Resources, 1990

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Questioning and Summarizing to Teach Comprehension

Remember that simply asking a learner questions after reading tests comprehension, it does not necessarily teach comprehension. Try the following teaching strategies:

Summarizing and Retelling

Tutor models summarizing and retelling articles or stories. Stop to summarize after a sentence or two at first, then build up to summarizing after an entire paragraph. Point out that summarizing means that you put ideas into your own words. Focus on main ideas, not necessarily details. Tutor models so that eventually the learner can do it on his own.

Self Questioning

Teach learner to ask, "Does this make sense?" or "Do I understand what I'm reading?" as he reads. Tutor could model how we do this kind of comprehension checking all of the time in our heads.

ReQuest

Read a paragraph together silently.
Take turns asking each other questions.

1. Discourage the answer "I don't know."
2. Unclear questions should be restated.
3. Unsure answers should be looked up.

Adapted from B. Wong, R. Wong, & N. Perry
Adapted from A.V. Manzo

Vocabulary

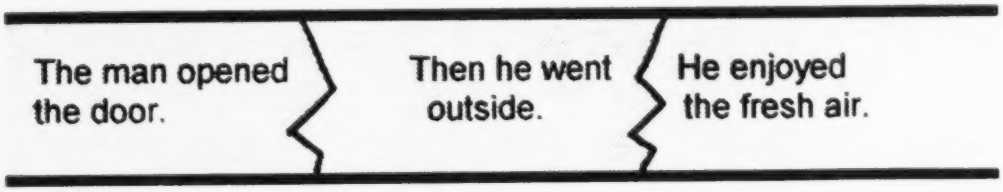
Try these activities with learners of all levels. If you are using a controlled reading series that suggests avoiding outside reading material yet, try making word games with the words from the controlled reading series.

1. Encourage wide reading.
2. Create lists of associated words.
3. Ask learner to write unknown words from reading. Look them up or discuss meaning.
4. Explain and work with synonyms (words with similar meanings) and antonyms (opposite words).
5. Play word games, crossword puzzles, word searches

Comprehension Activities

Task Cards

1. Write story or article events in order.
2. Cut them up.
3. Ask learner to reassemble.
4. Start with shorter stories, work up to longer ones.

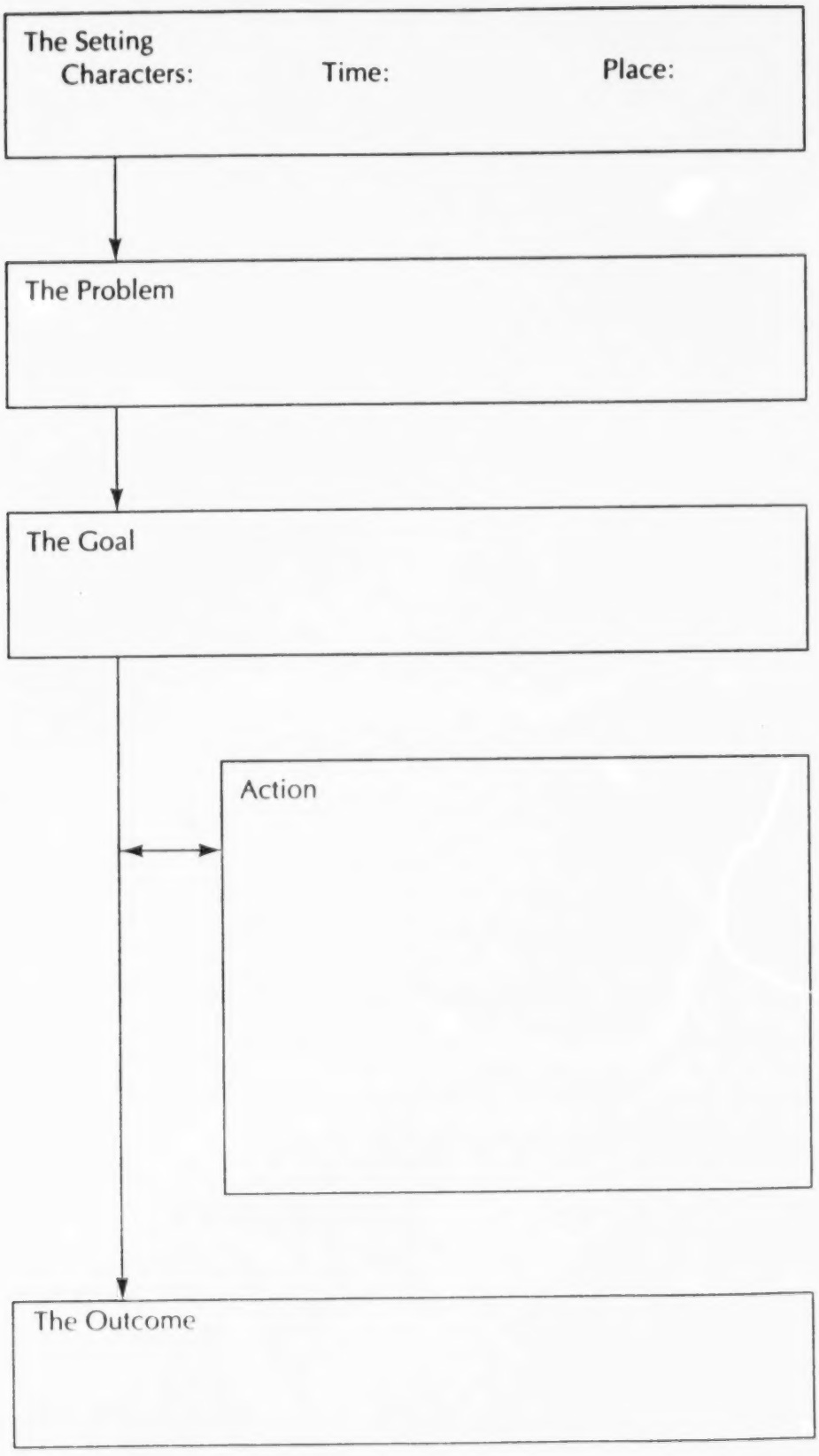


Simple Story Chart (see next page)

1. Read passage
2. Fill in chart together aloud or in writing.
3. Over time, encourage learner to fill in chart alone.

Adapted from M. Carbo
Adapted from L. Idol

Story Chart


The Setting
Characters:
Time:
Place:
The Problem
The Goal
Action
The Outcome

Three-legged Stool of Reading

Phonics: Identification of words by their sounds

Syntax: The order of words in a sentence

Semantics: Identification of words by meaning of text

Good readers use all three legs of the stool.

If learner needs help with:

Phonics	Semantics	Syntax
Explain that letters stand for sounds.	Teach learner to ask self, "Does this make sense?"	Use grammar grids such as those in WORDS books.
Use letter cards or tiles.	Delete words from text for learner to fill in.	Work with who, what, where, when questions. in sentences.
Use a systematic phonics program.	Look at surrounding words.	Use repeated readings to help with phrasing.

Adapted from K. Goodman.
Term "Three legged stool of reading", Schofield.

Reading Fluency & Comprehension

These activities may be helpful if a learner reads word by word, or very slowly. **Note**: *Often when a learner is reading word by word, the material* is too difficult.

Reading Aloud to Learner

1. Explain that hearing language helps learner with her own reading, may introduce new vocabulary, and may help her reach her personal goal.
2. Choose reading material that will help learner reach her goal. For example, if her goal is to get her GED eventually, read a book such as Returning to Learning, Getting your GED. by Rick Conlow.

Repeated Readings

1. Explain that re-reading the same text may help her read more smoothly.
2. Read and re-read short (50-200 words), meaningful articles.
3. Re-read until learner reads it more smoothly and understands it well.

Choral Repeated Readings

1. Explain that this may help her read more smoothly.
2. Choose a book or article that addresses her goals.
3. Tutor reads a few sentences aloud, smoothly running finger under words as she reads them.
4. Learner reads same sentences silently.
5. Together, read the sentences aloud.
6. Discuss meaning if needed.
7. Repeat this cycle throughout the book or article.

Adapted from J. Trelease
Adapted from J. Samuels
Adapted from C. Bos

Writing for Beginners

If a learner reads and writes at a very low level, has attended school in the U.S. for at least 8 years and speaks English well, teaching her to do original writing may frustrate her.

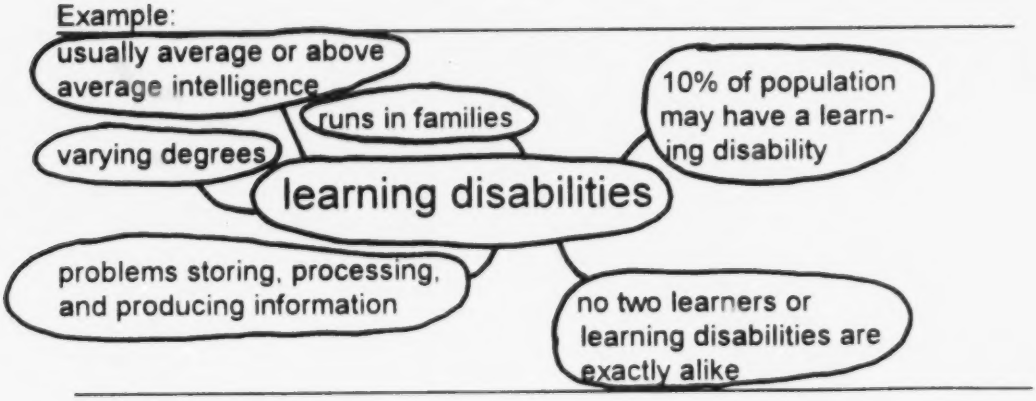
If she has attended school for this many years, and still reads at a very low level, she may learn best with a systematic, multisensory, phonics-based reading and writing series. Original writing is not part of this type of series at the beginning.

Each part of a lesson will contain a beginning writing segment as shown in the series. As her understanding of sounds and the structure of words increases, teach writing as described below.

Pre-writing for paragraphs & stories using mapping

1. Together, choose a topic.
2. Talk about the topic to stimulate ideas.
3. Tutor writes the topic in the center of a page and circles it.
4. As ideas come up, tutor lists them in circles around the central topic.
5. After the learner has generated all of her ideas, number the ideas on the map to serve as an organizer for her first draft.
6. Have learner check off ideas from the map as she writes about them.

Example:


usually average or above average intelligence
runs in families
varying degrees
10% of population may have a learning disability
learning disabilities
problems storing, processing, and producing information
no two learners or learning disabilities are exactly alike

Adapted from BGS and Associates
Adapted from G. Freedman & E.G. Reynolds

Writing for Intermediate Learners

1. Discuss what learner wants to write about. You may want to relate writing to the reading part of your lesson, or write about something that is related to learner's goals.

2. Pre-write with some type of "map," (see page 15). This serves as an organizational guide to refer back to. At first, tutor models how to create the map. Eventually, learner will create her own map.

3. Remark on skills that you use as you create the map. For example, "I am using a capital A here because Albany is the name of a city," or ,"I need an apostrophe here because we're stands for we are."

4. Ask learner to highlight or draw a blank line in place of a word that she doesn't know how to spell. This may help her writing flow, eliminating agony over the spelling of every other word. Work on spelling later.

5. Always ask learner to re-read what she's written. This may help her to catch her own mistakes.

6. Comment on the ideas in the writing first, even if there are spelling and grammatical errors. Correcting too many mistakes at once can frustrate and overwhelm a new writer. Choose only one or two areas to work on in each piece of writing.

7. Do not write on her paper. Use another sheet to make teaching points.

8. Let learner choose pieces to revisit (come back to revise and edit); not all pieces need to be revised.

9. Look at published texts to see how authors use capitals, paragraph breaks or whatever is relevant. Teach learner to use a dictionary.

10. Have learner choose pieces to include in a writing portfolio.

Based on writing as a process models, and M. Schofield.

Basic Grammar (syntax)

Use sentence grids to show sentence order.

		OBJECT		
Who? (or What?)	*Did?*	*What? (or Whom?)*	*Where?*	*When?*
Brad	woke	Cliff		at sunrise.
A snake	slid		into the pit.	

Use who, what, when, where, why questions to reinforce sentence structure.

Jeff had a map in his van.

a. Who had a map in his van?

Jeff had a map in his van.

b. Where did Jeff have a map?

Jeff had a map in his van.

c. Jeff had what in his van?

Cut up sentences into word groups.

Model making complete sentences using cut up word groups.
Ask learner to manipulate cut up sentences.

Find opportunities to teach about language.

Go language scouting with learner's own writing and published articles or stories.
Pick out sentences to show how word groups are put together.
Look at ways words and phrases can be combined to make a variety of sentences, not just longer ones, but more effective ones.

Sentence grid and questions from L. Skinner & D. Tucker-LaPlount

Word Attack

These are skills a reader must use to determine how to pronounce a word when it is not recognized instantly, especially when it is by itself.

Explain how to sound words out.

Explain that letters stand for sounds.

Teach syllable types. There are only six.

1. closed	cat, lunch, rest, kiss, gas, it, fell, bent (only one vowel, "closed" in by at least one consonant after it, vowel is short)
2. long vowel, silent e	mule, slate, stripe, fluke, wrote, fuse
3. open	I, he, go, ba/sic, ti/ger, bu/gle, no/ble
4. r controlled	far, her, bird, girl, world, shirt, blurb (the r controls the vowel sound)
5. consonant le	tur/tle, wres/tle, pud/dle, siz/zle, cas/tle
6. double vowel	deer, soil, tail, play, paint, tool, book

Teach longer words with syllable cards.

Write several closed syllables on 3x5 cards in the same color. Teach how they can be combined to make real and nonsense words. For example, sunset, nutmeg. After learner understands closed syllables (this could be a few lessons, it could be a few weeks) and is able to read them well, introduce the silent e syllable. Gradually, add other syllable types, each type written in a different color.

Teach learners to figure out nonsense words.

Nonsense words are syllables that make up real words. For example, tem is nonsense, but is a part of the word Sep tem ber. Teaching nonsense words ensures that the learner is not just guessing at words.

Look for and discuss word families.

Point out how words look and sound alike.

bag	bake	able	budge
lag	fake	table	fudge
nag	lake	fable	nudge

Adapted from Skinner & Laplount; Wilson; Weiss & Weiss

Spelling

Use letter tiles or cards to teach word families.

Teach word families with letter tiles or cards so learner can move them around. Choose a word family base such as "at". Choose three or four beginning consonants that you know will make a word when put in front of "at". Model making other words in that family. Ask learner to try some.

Later, ask learner to replace letters. For example:

Change b in bat to r. (rat)
Change t in rat to p. (rap)
Change rap to sap.
Change sap to sag.
Change sag to bag.

Gradually, work up to replacing vowel sounds.

Change bag to beg.
Change beg to big.
Change big to bug.

Discuss meanings of words when needed.

Teach the six syllable types.

See page 18, listed under word attack.

Teach sight words with the Sight Words Study Method

1. Copy a word.
2. Trace the word two or three times with a pencil. Say each letter out loud while tracing.
3. Put the pencil down. Write the word with two fingertips on the table. Make large letters so the arm moves. Say each letter while forming it on the table.
4. Turn the paper upside down and over.
5. Write the word at the top of the paper.
6. Fold the paper over, bottom from top.
7. Compare both spellings to build proof reading skills.

Adapted from Skinner & Tucker-LaPlount

Word Endings (spelling & word attack)

These word endings can be taught as they come up. Make a grid to demonstrate. Ask learner to fill in blanks and write or say sentences for each.

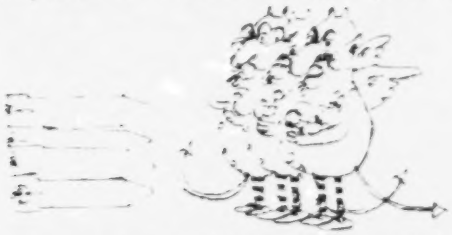
	today he	now he is	yesterday he
talk	talk<u>s</u>	talk<u>ing</u>	talk<u>ed</u>
play	_____	_____	_____
jump	_____	_____	_____

Word	Root	Ending
show<u>ing</u>	show	ing
dream<u>er</u>	_____	_____
walk<u>ed</u>	_____	_____

Make root word cards in one color and word ending cards in another. Show how a root word card can have endings attached to change the word's meaning. Begin with simple words that do not need spelling changes to add endings. For example, don't use hop at first to teach past tense endings because the "p" needs to be doubled.

Mnemonics (spelling)

1. Use creative pictures to remember groups of words spelled similarly.



Her<u>oes</u> faced torped<u>oes</u> while eating tomat<u>oes</u> and potat<u>oes</u>.

2. Use catchy phrases to remember uncommon spellings:
   When friends sleep over, I need two mattresses and two cots to accommodate them. (two m's and two c's in accommodate)

   I ate a p<u>ie</u>ce of p<u>ie</u>.

3. Use groups of words in a sentence to remember uncommon spellings:
   He c<u>augh</u>t his h<u>augh</u>ty, n<u>augh</u>ty d<u>augh</u>ter and t<u>augh</u>t her not to sl<u>augh</u>ter.

Picture and mnemonics from M. Suid

Measuring Progress

1. Because you may get sidetracked, or take instructional detours often, learning may seem a bit scattered. Talk with the learner about it. If it's acceptable, continue working this way.

2. If the learner wants more structured progress, ask your program coordinator about using a structured, systematic book.

3. If learner wants to be tested and re-tested, ask your program coordinator to do so. Do not encourage re-testing more than every six months.

4. Set goals together. Break them into reasonable steps. Re-evaluate at least every six months.

5. Ask learner to choose pieces of writing to include in a writing portfolio. This not only helps to measure progress over time, but it illustrates that writing is a process, not just something that happens overnight.

6. Frequently point out what the learner has mastered.

7. Encourage reading an entire book. Many adult titles are available at low reading levels. Celebrate finishing each one!

Self-Esteem

1. Self-esteem will increase as the learner progresses. Take every opportunity to hone tutoring skills for maximum effectiveness.

2. Showing mutual respect is essential for both tutor and learner to preserve and build self-esteem.

3. Break lessons into manageable parts so both learner and tutor see progress at least in small increments. Don't overwhelm with too much at once.

4. Remember, although many learners have problems other than limited literacy skills, a tutor's job is to help a learner read and write better, not to "fix" someone's life. It's never a good idea to assume someone's life is broken because of limited literacy skills.

5. Encourage the learner often with genuine, positive comments!

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These groups can provide more information on learning disabilities:

Learning Disabilities Association, LDA
4156 Library Road
Pittsburgh, PA 15234
412/341-1515

Orton Dyslexia Society
8600 LaSalle Rd
Chester Bldg. Ste. 382
Baltimore, MD 21286-2044
410/296-0232

Children & Adults with Attention Deficit Disorder (CHADD)
499 NW 70th Ave., #308
Plantation, FL 33317
305/587-3700

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Tutor Training Agenda

Session 1
- Welcome
- Program Logistics
- Video
- Learning styles
- Learning differences
- Multisensory Learning
- Mini-tour of YWCA building
- Breaks and Review
- Meet a learner, Q & A
- Lesson plan format
- Choosing reading materials
- Read Wednesday Surprise
- Review

Session 2
- Welcome
- Review
- Pre-reading
- Picturing what we read, visualizing
- Pictorial essays
- Questioning
- Summarizing
- Organizing
- Three-legged stool of reading
- Reading fluency
- Practice lesson plans to teach reading
- Review

Session 3
- Welcome
- Review
- Pre-writing as story mapping
- Writing
- Video
- Reinforcement
- Vocabulary
- Grammar, Spelling, Syllables
- Video
- Word attack skills/phonics
- Sight word study method
- Video
- Practice lesson plans to teach writing
- Review

Session 4
- Welcome
- Review
- Video
- Measuring progress
- WORDS sample lesson
- Practice complete lesson plans
- Expectations/Reflection
- Review of how a match is made
- Evaluations

We will take two breaks per session, generally on the hour.

Learning Style Preference Inventory

(Developed by Yolanda De La Cruz & Steve Armstrong)

This inventory will help determine your dominant learning style. By knowing this, you can understand how you learn best.

Circle the number under the heading that best answers each statement as it applies to you.

	Often	Sometimes	Seldom
1. I can remember the words to a song after hearing it a few times.	3	2	1
2. I prefer written to spoken directions.	3	2	1
3. I can recall people's faces more easily than I can recall their names.	3	2	1
4. I like to write things down to remember them.	3	2	1
5. I remember things more easily when I repeat them aloud.	3	2	1
6. I need to take frequent stretch breaks while reading or studying.	3	2	1
7. I remember what I see better than what I hear.	3	2	1
8. I prefer spoken to written directions.	3	2	1
9. I work well with my hands doing things such as needlework, jigsaw puzzles, or using tools.	3	2	1

	Often	Sometimes	Seldom
10. I can concentrate easily on visual tasks despite visual distractions around me.	3	2	1
11. I frequently talk to myself when I am thinking.	3	2	1
12. I would rather work on a project than just read about it.	3	2	1
13. I can concentrate on something despite noises around me.	3	2	1
14. I can remember things better if I picture them in my head.	3	2	1
15. I like to hold objects in my hand (pens, paperclips, etc.) while I study.	3	2	1
16. I need to picture words in my mind as I spell them.	3	2	1
17. I am very good at sports.	3	2	1
18. I prefer listening to a story rather than telling one.	3	2	1
19. I tend to use my fingers when I am counting in my head.	3	2	1
20. I like to have music or background noise on while I am working on something.	3	2	1
21. I do well reading maps, charts, or blueprints.	3	2	1

Scoring the Learning Style Preference Inventory

Place the point value on the line next to its corresponding question number. Add the values of your scores under each heading.

Often = 3 points
Sometimes = 2 points
Seldom = 1 point

Visual	Auditory	Tactile/Kinesthetic
2. _____	1. _____	4. _____
3. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____
14. _____	13. _____	15. _____
16. _____	18. _____	17. _____
21. _____	20. _____	19. _____
_____	_____	_____
V =	A =	T/K =

Your highest score reflects your dominant learning style. No learning style is preferable to another. We use all three daily. Understanding our strengths is the key to understanding how we learn best.

based on work by Ray Barsch

He had diplomas, wealth—all the hallmarks of success. Yet he was . . .

THE HAUNTED MAN

Condensed from ESQUIRE
GARY SMITH

SLOWLY, so the bed wouldn't creak, the millionaire who couldn't sleep rose and walked to the bookshelves. *Tonight. Please let it happen tonight.*

He turned on the lamp. His eyes moved past the two framed rectangles on the wall—his college diploma, his teaching certificate—and fell upon a book. His thumb riffled its pages. *Don't force it. Just stay calm and let the words come in.*

How long would he have to play this game? All his life? He lay back down in bed and looked at his wife, Kathy. No one else knew his secret. Not his two children, not his friends. Not his old college professors, not the high-school students he'd taught for 18 years, not the business associates in his multimillion-dollar real-estate company in Southern California. Only Kathy knew.

They would take everything if they found out—the diploma and teaching certificate, the apartment complexes and shopping centers and rental properties, the luxury car and the big house overlooking the ocean. So he could play the part, trick them all. But at midnight, the moment of truth, the millionaire stood alone in his pajamas with a book in his hands. He knew what night sweat could do to a man.

Even now, he couldn't understand why he had stayed in a classroom for 35 years, why he had gone back for 80 more credits *after* graduating college. It was an absolutely crazy thing to do for a man who couldn't read or write.

FOR AS LONG AS John Corcoran could remember, words had mocked him. The letters in sentences traded places, vowel sounds lost themselves in the tunnels of his ears. In school he'd sat at his desk, stupid and silent as a stone, knowing he would be different from everyone else forever. If only someone had sat next to that little boy, put an arm around his shoulder and said, "I'll help you. Don't be scared."

But no one had heard of dyslexia then. And John couldn't tell them that the left side of his brain, the lobe humans use to logically arrange symbols in a sequence, had always misfired.

Instead, in second grade they put him in the "dumb" row. In third grade a nun handed a yardstick to the other children when John refused to read or write and let each student have a crack at his legs. In fourth grade his teacher called on him to read and let one minute of quiet pile upon another until the child thought he would suffocate. Then he was passed on to the next grade, and the next. John Corcoran never failed a year in his life.

His dad, a teacher, consumed words as if they were food: two newspapers a day and *Gone With the Wind* in one sitting. How could John tell him the truth? His father would come home at 6 p.m., scramble eggs for his five girls and one boy, then rush off to a second job teaching night school or selling cars. His mom worked the evening shift at the local drugstore.

They'd rent houses for twice what they could afford, go without furniture or new clothes so their children could live in good neighborhoods, attend good schools. *The Corcorans don't settle for second best—reach for the stars.* This was the gift, and the curse, they gave to their son who couldn't read. When the two weren't working, they were packing up the six kids and the rented trailer, following their dream. By the time he graduated high school, John had lived in 35 houses and attended 18 schools.

Sometimes, when another town was receding behind them, his sisters cried. Not John. Each town was a place to start over. Maybe the light would be different in Albuquerque or Los Alamos, maybe the letters wouldn't switch places and

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PHOTO: © DARRYL ESTRINE/ONYX

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swim. Maybe in the next town he could *read.*

He entered junior high. Now he had to hide his secret from six teachers instead of one. He had to walk into a classroom and size it up in a heartbeat. What strategy would work best? Should he sit in the front row and become the teacher's pet? Or act so crazed that they would be afraid to call his name? He ached to be the all-American boy, not the class clown. But any label was better than the unspeakable one: *illiterate.*

He orchestrated everything. The girls to help him write essays. The pals to read him the math problem. "What does this mean to you?" he would say. "What do they want here?" And before they knew him well enough to catch the fear in his eyes, he was packed and gone.

In tenth grade, he made the decision. He would play out the masquerade always. Watch the others in class to see when he should turn the page. Scrawl something, anything, in his notebook, then cover the paper so no one would see. He would never let down his guard.

SENIOR YEAR, John was voted homecoming king, went steady with the valedictorian, starred on the basketball team. His mom kissed him when he graduated—and kept talking about college. *College?* It would be insane to consider. But he finally decided on the University of Texas at El Paso, where he could try out for the basketball team. He took a deep breath, closed his eyes . . . and recrossed enemy lines.

On campus, John quizzed each new friend: Which teachers gave essay tests? Which gave multiple choice? The minute he stepped out of a class, he tore the pages of scribble from his notebook, in case anyone asked to see his notes. He stared at thick textbooks in the evening so his roommate wouldn't doubt. And he lay in bed, exhausted but unable to sleep, unable to make his whirring mind let go. John promised he'd go to Mass 30 days straight, crack of dawn, if only God would let him get this degree.

A year-long course in American government: The Monster. Four essay tests. Required for graduation. John took a seat in the back by the open window. His eyes stole around the room. Slowly his hand moved to the window, and he dropped the exam book to the grass. Outside, the smart, skinny kid, the one John was setting up a date for, began writing. John watched the clock, sweating. The booklet slid through the window to him. Bingo! Four times, never caught! *It's not cheating when you don't have any choice,* John told himself. *It's not a sin . . . is it?*

He got the diploma. He gave God his 30 days of Mass.

Now what? Maybe he was addicted to the edge. Maybe the thing he felt most insecure about—his mind—was what he needed most to have admired. Maybe that's why, in 1961, John became a teacher.

It was the perfect cover. He called his father from El Paso. Dad, he said, I had the application sent to your house. Won't be home in time to turn it in. Think you could fill it out? Thanks!

John taught in California in the Oceanside/Carlsbad area and at Corcoran High in Corcoran. Each day he had a student read the textbook to the class. He gave standardized tests that he could grade by placing a form with holes over each correct answer. And he lay in bed for hours on weekend mornings, depressed.

Then he met Kathy, an A student, a nurse. Not a leaf, like John. A rock. "There's something I have to tell you, Kathy," he said one night in 1965 before their marriage. "I . . . I can't read . . . ."

He's a teacher, she thought. *He must mean he can't read well.* Kathy didn't understand until years later, when she saw John unable to read a children's book to their 18-month-old daughter.

Eventually, John taught social studies and sociology at California's Oceanside High. He used innovative teaching methods. Many of his tests were oral; he brought in films, videos and guest speakers by the score. He volunteered to take on some of the school's toughest and slowest learners. He could reach their anger and hurt. Because it was his.

Through it all, he kept his vigil. The morning bulletin? He let a student read it. A discipline problem? He handled it himself—if it went to the principal, he'd have to write a report. A stomachache, a fever? He went to school anyway, so he wouldn't have to write the substitute a lesson plan.

Kathy filled out his forms, read and wrote his letters. Why didn't he simply ask her to teach him to read and write? He couldn't believe that anyone could teach him.

AT AGE 28, John borrowed $2500, bought a second house, fixed it up and rented it. He bought and rented another. And another. His business got bigger and bigger until he needed a secretary, a lawyer, a partner.

Then one day his accountant told him he was a millionaire. Perfect. Who'd notice that a millionaire always pulled on the doors that said PUSH, or paused before entering public bathrooms, waiting to see which one the men walked out of?

He quit teaching in 1979. His staff grew to 20 people. Investors backed him; 25 limited partnerships joined his stable. He was pulling it off, wasn't he? But if he was home free, why was he still so desperate for magic or miracle to solder the short circuit in his head?

In 1982 the bottom began to fall out. His properties started to sit empty; investors pulled out. Threats of foreclosures and lawsuits tumbled out of envelopes. Every waking moment, it seemed, he was pleading with bankers to extend his loans, coaxing builders to stay on the job, trying to make sense

of the pyramid of paper. Soon, he knew, they'd have him on the witness stand and the man in black robes would say: The truth, John Corcoran. Can you not even read?

Finally, in the fall of 1986, at age 48, John did two things he swore he never would. He put up his house as collateral to obtain one last construction loan. And he walked into the Carlsbad City Library, and told the woman in charge of the tutoring program, "I can't read."

Then he cried.

He was placed with a 65-year-old grandmother named Eleanor Condit. Strange, she didn't seem horrified. She just encouraged him to go on. Painstakingly—letter by letter, phonetically—she began teaching him. Within 14 months, his land-development company began to revive. And John Corcoran was learning to read.

The next step was confession, a speech before 200 stunned businessmen in San Diego. To heal, he had to come clean. He was placed on the board of directors of the San Diego Council on Literacy and began traveling across the country to give speeches.

"Illiteracy is a form of slavery!" he would cry. "We can't waste time blaming anyone. We need to become obsessed with teaching people to read!"

He read every book or magazine he could get his hands on, every road sign he passed, out loud as long as Kathy could bear it. It was glorious, like singing! And now he could sleep.

Then one day it occurred to him—one more thing he could finally do. Yes, that dusty box in his office, that sheaf of papers bound by ribbon . . . . A quarter-century later, John Corcoran could read his wife's love letters.

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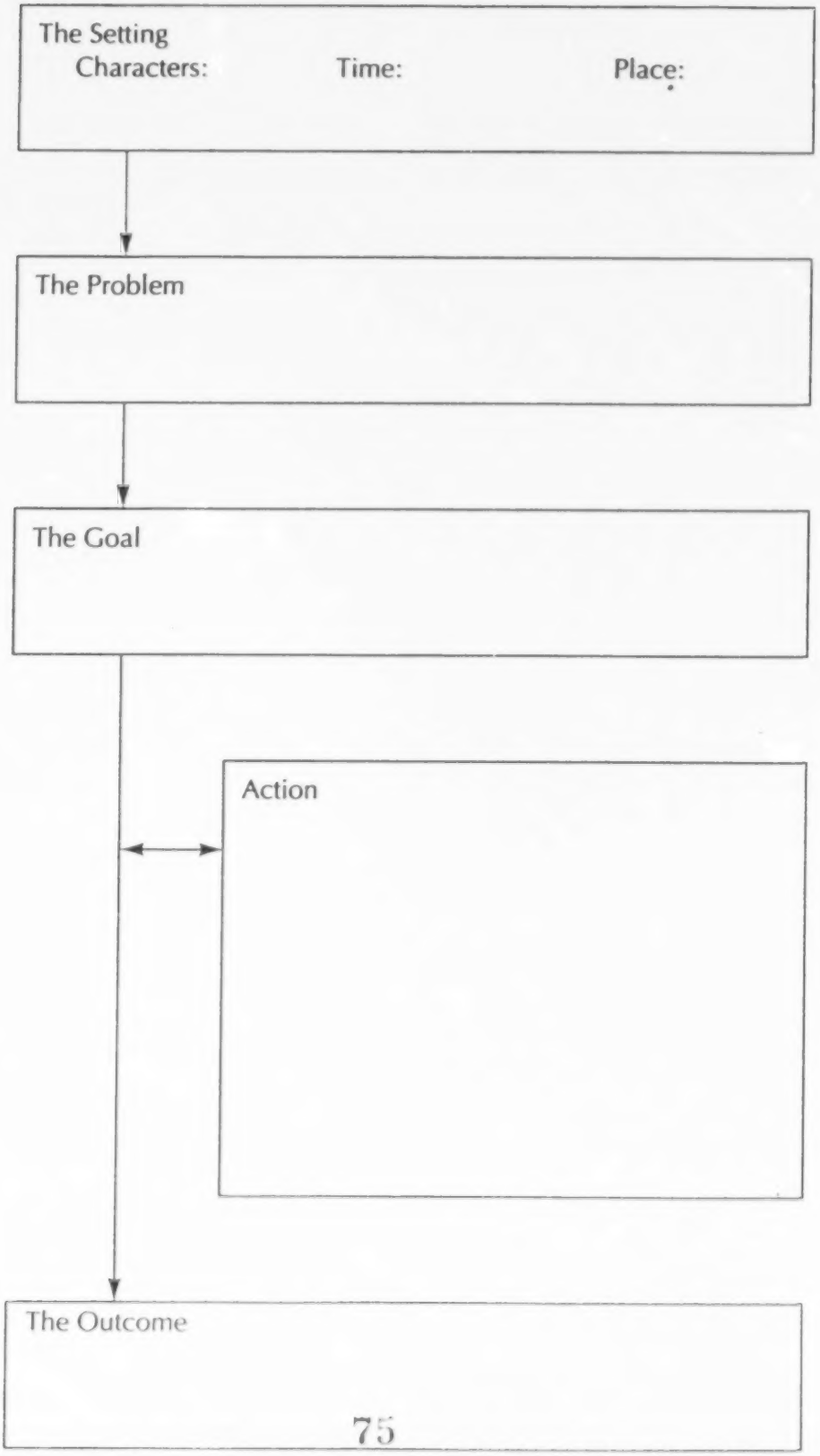
The Setting
Characters:
Time:
Place:
The Problem
The Goal
Action
The Outcome

Matt's Story

My biggest achievement in llife has been overcoming the challenge of dyslexia. It is not that it is bad to be dyslexic, but I found that it made me have to work harder all my life. Some of the world's leading celebrities are dyslexic. For instance Cher and Whoopie Goldberg are some of Hollywood's highest paid actors, and they are dyslexic. However there are many people that are dyslexic that have to fight to get through the hardship of life; and their name is not on the front cover of People. There has been quite a few times that I could have just given up on something, but someone would say to me "you are dyslexic and will have to work harder than anyone else, and that it is not going to get any easier; you just have to learn how to deal with it."

When I was in the first grade my mother and the school that I was attending got together. The school said that I was incorrigible and was doomed to a life in the resource room. The kids in the classes higher than mine made fun of me because I could not keep up with my class. My mother soon invested in a tutor for me. My tutor was the only one that taught me anything at all. The school that I was attending did little for me (except pass me.)

When I was in the fourth grade, my tutor suggested to my mother that I was tested, to check my improvements thus far. The tests showed that I could hardly read, write, or spell. The three most important things in life, and I could barely do any of them. the school knew that I was not capable of doing the work that the people in the mainstream class were doing, but they still passed me. After the sixth grade I was sent to Kildonan a school for dyslexics.

When I arrived in the fall of 1988 I was only 12 years old, and I was on the road to knowledge. I have had some of the best teachers that can be found in the world here at Kildonan. When I was having trouble in any subject I could always get the help needed. In the school previous to this one, the teacher just gave me a puzzle or building blocks to keep me entertained for the school day. Everyone is dyslexic at Kildonan. That has been a real help to encourage me. I have learned how to work, organize my thought, and use my time more effectively. I have learned how to read, although it takes a little longer than I would like to. My spelling is my biggest weakness I find that I cannot spell at all, but I have learned to correct it through the use of a computer.

But I have also learned to develop my strengths, and I have discovered that my biggest strength is leadership. I am now in the twelfth grade, and am the student council president. I have been involved in student council for five years. Through that experience I feel that I have become a true leader. I have also been a member of the Kildonan ski patrol for three years. Also I am the captain of the varsity soccer team this year and have been captain of the varsity lacrosse team for two years. This is the first year that this school has introduced a prefect system. I went through the vigorous application and interview process and was selected to be one of the few prefects.

Because I am dyslexic I have to work so much harder than everyone else does. I know that it is not going to get any better if I do not keep on with my hard work. But I am committed to doing that work to succeed in college. That is why I know that I can succeed.

by Matthew Mills,
The Kildonan School,
Amenia, NY

Social Skills

Learning disabilities are school-related problems, closely tied to the old "3 R's—Reading, 'Riting, and 'Rithmetic'"— yet the by-word with parents often seems to be "social skills—that's the bottom line!" Indeed, adults with learning disabilities find, too, that their successes or failures in their personal lives or jobs are often more affected by their social skills than by their academic learning.

Adults with learning disabilities who are beginning to share their successes (and their failures) in life have indicated repeatedly that many of the problems they have had are related to social skills generally taken for granted by others without learning problems. They have had to learn these skills, often completely on their own, after very painful social and vocational experiences of failure.

These areas of learning are usually considered to be chiefly social, because although they are not exclusively so, all of them have certain social implications. All seem to be related either to the learning disabilities of the individual, or to some of the characteristics of Attention Deficit Hyperactivity Disorder (ADHD), a frequent accompanying problem.

In most of the literature, the focus is on the deficit side of these problems as they affect children's relationships and self-esteem as children, rather than on the positive learning which might help children and adults with learning disabilities avoid the social and vocational penalties they might otherwise suffer.

For example, Roger is a brilliant designer. Some of his learning disability and ADHD problems were overlooked because society generally is more tolerant of quirky behavior in creative artists. But Roger often failed to get important contracts in projects for which his talent and creativity seemed to make him a clear choice. It seems that among Roger's LD-ADHD related problems was great difficulty in reading social signals and body language. He was unable to interpret the signals given in an interview or during a design presentation which signaled that the interview was over, and that he should thank the interviewer for his time and leave. In other words, Roger overstayed his welcome and often talked himself out of a job.

Turning Off Peers

There are characteristics that many LD students exhibit that may contribute to being less accepted by NLD peers. First, many LD students have inadequate or inappropriate social skills. For example, LD students are more likely to make competitive and negative statements, both verbally and nonverbally, that are viewed as inappropriate by their peers. LD students are often fidgety, more aggressive, disruptive, easily distracted, irresponsible, impulsive, and have shorter attention spans. LD students may also exhibit academic underachievement, poor school performance, social uninvolvement, and have a negative attitude toward school and education.

Lesson Plan

Review (something from previous session)

Pre-read (discussion, KWL, Making Connections)

Read (visualize, pictorial essay, summarize, re-quest)

Pre-write (discuss, brainstorm, map)

Write (lists, sentences, stories, essays, notes)

Reinforcement (spelling, grammar, punctuation, syllables)

Review (something from this lesson)

We're okay. We don't need anything.

by Kathy Bruns

"We are like the homeless," said James Wooden, "standing in the cold, dying on our feet and yet saying to those who offer to help, 'We're okay. We don't need anything.'"

Mr. Wooden, an adult new reader from Lafayette, Ind., faced the audience of more than 100 adult educators from around the state and continued, "I didn't know I needed help ... could USE any help. I didn't know it could be any different."

As I listened to his story, I was struck by the thought that perhaps this is why we are often disappointed by the number of people who come to adult literacy programs for help. We assume it is because they are afraid to come forward, or that they need help. But maybe they don't think they need help and don't know their lives can be any different.

I remember in middle school I had a routine eye exam and was told I needed glasses. When I walked out of the optometrist's office with my new lenses, my parents were shocked to hear me say, "Wow! Look at the colors on the sign — they are so bright! Hey! I can read that other sign from way back here. This is neat!"

My parents felt bad that they hadn't realized I needed glasses. But how could they know? My grades had not suffered because I had learned to compensate as my vision changed. I didn't know I needed glasses. I didn't know the world as I saw it, could look any different.

The results of the National Adult Literacy Survey seem to confirm Mr. Wooden's statement as well. In the Executive Summary report it says, "The approximately 90 million adults who performed at Levels 1 and 2 do not necessarily perceive themselves as being OK.'"

The report went on to say, "Across the literacy scales, between 75 percent of the adults in the lowest level and 93 to 97 percent in the second lowest level described themselves as being able to read or write English 'well' or 'very well.'"

It seems that the 40 percent of the adults in this country, with obviously marginal literacy skills, don't see the need to improve their writing, math, reading, or spelling skills. They don't see how it will change their day-to-day lives. They have enough skills to survive and have gotten along this far. Maybe they just don't know that it can be any different.

But survival isn't all there is. As with my glasses, the services we often take away the blur and the need to compensate for lack of skills. We can help them see, and focus clearly on a goal that seemed too distant before. We can help them see the many choices available and not just the ones in their immediate field of vision.

Excerpted from ***The Literacy News View****, a publication of the Steuben County Literacy Coalition, Angola Indian, (219) 665-1414.* ❑

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Tutor Training Review Sheet

Fill in the blanks.

1. Each session should begin and end with _____.

2. We all have a dominant learning style. The three learning styles are:

   1. _____

   2. _____

   3. _____.

   My personal dominant learning style is _____.

3. Should I always teach to MY OWN dominant learning style? _____

4. Should I just tell a nervous writer to pick up a pen and write? _____

5. What pre-writing exercise could I do with her to help her organize her thoughts?

   _____

6. As a learner is reading an article, what could I ask him to do between paragraphs, to make sure he's understanding?

   _____

7. If a learner prefers to write in cursive, but I prefer printing, is it okay to insist that he print?

   _____

8. If a learner has been struggling with sounding out a word in a sentence, what should I do?

   _____ Let him struggle for as long as it takes.

   _____ Suggest he read on to see if other words in the sentence help him with the word.

9. The best form of homework is _____.

10. If a learner seldom remembers what characters in a book may look like, she has trouble remembering the main ideas and she can't get interested in any book she chooses. What could I do?

    _____

Lesson Plan

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Write (lists, sentences, stories, essays, notes)

Reinforcement (spelling, grammar, punctuation, syllables)

Review (something from this lesson)

Evaluation

1. Was the class what you expected? Please explain.

2. What would you like to see added to the class?

3. What would you like to see eliminated from the class?

4. Was the instructor helpful to you?

5. Did you feel that the class could have been longer or shorter?

6. Do you feel prepared to help someone "learn how they learn?"

7. Comments...

Thank you! Your opinion is very important to us!